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ABSTRACT

In 1999, a task force was appointed to develop early childhood education (ECE) program expectations or standards for New Jersey's ECE programs. The standards were based on the task force's review of research, curricula, standards, and guidelines developed by local boards of education, other states, and professional organizations; feedback on draft standards from various professionals; and three regional focus groups. This guide presents the ECE standards, providing early childhood educators with a foundation to build upon in creating developmentally appropriate learning environments and preparing children to meet New Jersey's core curriculum content standards when they enter kindergarten. The guide's introduction defines developmentally appropriate expectations, preschool, and curriculum, and discusses implementation issues and program continuity/transition. The guide is then organized into three parts. The first part addresses the expectations that cross all content areas: school and home partnerships, classroom environment, and assessment. The second part addresses expectations that involve the affect domain: social-emotional development. The third part addresses seven content areas: creative arts; health, safety, and physical development; language arts literacy; mathematics; science; social studies; and world languages. Within each section, introductory remarks discuss the importance of the particular area for educational quality, with program standards following. Two appendices link some of the ECE program quality standards to the New Jersey core curriculum content standards and list best practices for teachers of 3- and 4-year-olds. (Contains 20 references.) (KB)

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New Jersey State Department of Education

Early Childhood Education Program Expectations: Standards of Quality

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Early Childhood Education Program Expectations: Standards of Quality

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April 2000

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PREFACE

In September 1999, Commissioner of Education David C. Hespe appointed a task force of early childhood experts from across the state and charged it with developing early childhood education program expectations/standards for New Jersey's early childhood programs. These early childhood professionals included representatives and practitioners from Abbott districts (superintendents, administrators, principals, teachers and master teachers), Department of Human Services licensed child care providers (teachers, directors and owners), Head Start directors and professors. In addition, business and industry as well as parents were represented. Although not appointed to represent these organizations, many task force members are affiliated with the following professional organizations: New Jersey Principals and Supervisors Association, New Jersey Association for the Education of Young Children, New Jersey Education Association, Urban School Superintendents of New Jersey, Early Care and Education Coalition, New Jersey Child Care Association and New Jersey Child Care Advisory Council. From the inception of the task force, staff from the Department of Education's Office of Standards and Professional Development and the Division of Early Childhood Education provided technical information and assistance in the preparation of this document. Collectively the task force members provided their expertise in the areas of special education, bilingual education, early childhood development and curriculum development.

The task force reviewed current research, curricula, standards and guidelines developed by local boards of education, other states and professional organizations in preparing this document. Following the initial development of the document, 11,000 members of New Jersey's early childhood community were invited to review and submit comments to the department for consideration in the final document. Responses were received from individuals working in the field of early childhood development and education, including professors, childcare providers, directors, school district personnel including supervisors and staff development specialists, kindergarten, preschool, and special education teachers and graduate students. Many organizations also responded, such as New Jersey Association of Kindergarten Teachers, Partners in Parenting Child Development Centers, Newark Preschool Council, Childcare Services of Monmouth County, Coalition of Infant/Toddler Educators, Programs for Parents, Inc., Early Care and Education Coalition, Hispanic Directors Association of New Jersey and Education Law Center. In addition, three regional focus groups were convened, allowing stakeholders additional opportunities to provide feedback. The task force considered all comments in preparing the final document.

The purpose of this document is to provide early childhood educators with a foundation to build upon in creating developmentally appropriate learning environments. It is intended, then, that the implementation of these expectations/standards will support and prepare young children to meet New Jersey's Core Curriculum Content Standards (CCCS) when they enter kindergarten. In the introduction to the CCCS it is stated that the core standards "are not meant to serve as a statewide curriculum guide. They define the results expected but do not limit district strategies for how to ensure that their students achieve these expectations" (1996, p. i). Similarly, these early childhood expectations/standards are not to be seen as a curriculum guide or to limit the districts' implementation of developmentally appropriate curricula that will meet the individual needs of children in their communities. These expectations present developmentally appropriate practices that are included in early childhood curricula. Districts implementing Whole School Reform (WSR) must ensure that their chosen early childhood curriculum is articulated with the district's WSR model(s).

When designing and implementing an early childhood program, educators must consider the needs of their individual communities. As New Jersey has a very diverse population, early childhood programs include children from many different ethnic backgrounds, as well as children with disabilities. Early childhood educators need to be prepared to build upon the strengths of this diverse student population and the richness of race, culture, language and experience that our youngest learners bring to the classroom. Since language diversity and developmental variations will affect the attainment of these expectations/standards, all programs should develop the capacity to help children communicate in their non-English home language in order to promote the learning of English. Children must be able to communicate successfully in one language before they can apply these skills to a second language. Educators will need to personalize learning for each child and honor the differences in all children. The learning environment for young children in our early childhood programs should incorporate a dual language approach and programs should make every attempt to recruit, employ and retain staff who are capable of communicating with children and parents in their primary language.

Finally, it must be stated that *Early Childhood Education Expectations: Standards for Quality* is not meant to be used in isolation, but as one of the many resources that are essential to building a developmentally appropriate early childhood program. Staff of early childhood programs will need to rely on local boards of

Early Childhood Education Program Expectations:
Standards of Quality

education and superintendents to provide support, materials, training and other resources needed to develop, implement and maintain successful, quality early childhood education programs so the young children of New Jersey can flourish. The department will continue to collaborate with a wide range of stakeholders on issues related to program design, development and implementation. As a result of this collaboration, a framework document will be developed to further assist in providing high quality preschool programs.

EARLY CHILDHOOD EDUCATION PROGRAM EXPECTATIONS: STANDARDS OF QUALITY

INTRODUCTION

Recent research in the field of early childhood education has emphasized the importance of the early years in a child's life. Recognizing the significance of this research and assisted by state education funding and legislation, the Governor has made a commitment to expand and enhance the quality of early childhood education. For the purpose of this document, *developmentally appropriate expectations* for three- and four-year-old children is defined as research-based practices that serve to enhance the development of the whole child. These expectations are standards of quality that define the criteria for the development of quality early childhood education programs in New Jersey. They encompass the attitudes, dispositions, knowledge and skills in all developmental domains (cognitive, language, social, emotional and physical) with respect for individual, family, cultural and socioeconomic variations. These expectations/standards will provide preschool children with educationally appropriate experiences that serve as the foundation for the knowledge and skills necessary to meet the New Jersey Core Curriculum Content Standards.

Preschool is defined as an organized educational program for three- and four-year-old children provided in a nurturing and secure environment. Because play is such an integral part of a child's learning, multiple opportunities for play and exploration are available. It is strongly recommended that all activities be play-based to foster the social, emotional, cognitive and physical development of each child. Educators should guide, not direct children's learning, which is best achieved through the use of hands-on activities, both planned and spontaneous, individually or with small groups of children. Whole group instruction that relies on workbooks, worksheets or other paper and pencil tasks is an inappropriate instructional strategy in the preschool classroom.

Elements of effective programs can provide a framework for opportunities to learn. Opportunity-to-learn standards present a wide range of experiences that children should have by the end of preschool that will enable them to meet these expectations. This document is not a curriculum guide. *Curriculum* is defined as an organized sequence of activities and materials that reflect an educational

philosophy that provides children with the desired age appropriate educational outcomes. In selecting curriculum, consideration should be given to activities that incorporate a wide range of intergenerational/family involvement and accommodate individual learning styles, English language learners and children with special needs. A developmentally appropriate program makes use of learning centers, projects and/or thematic instruction to provide learning opportunities for young children.

Issues of Implementation

This document was developed for use in any program that serves preschool children. The preschool environment, materials and teaching strategies should be adapted as appropriate to meet the needs of all children. Implementation of these expectations will be a continuous, ongoing process. These expectations will result in preparing children to meet the Core Curriculum Content Standards (CCCS) only if there is a commitment to their implementation by all stakeholders.

Local Boards of Education and Boards of Child Care Centers will need to make professional development a priority and provide support by allocating necessary resources.

Administrators will need to provide curriculum support, resources, materials and opportunities for staff to improve teaching practices. Preschool directors, principals, education supervisors and directors of special education should actively pursue and provide professional development activities and time for teachers to reflect and refine practice.

Staff (early childhood teachers and aides, special education teachers, bilingual educators, librarians, support staff, child study team members and related service providers) will need to review and explore this document together. In addition, staff should independently reflect on this document and implement strategies to improve their own classroom practices. Classroom teachers and other staff will need to collaborate in program planning and in the implementation of these expectations.

Parents will need to become more knowledgeable about developmentally appropriate practices. They will also need to support their child's growth and development through participation in their child's early childhood program.

Colleges and Universities will need to support the state's efforts to improve preschool practices by providing opportunities for professional preparation specific to these preschool expectations that will contribute to the attainment of the Preschool-Grade 3 teaching endorsement.

Format and Organization

This document is organized into three parts. The first part addresses the expectations that cross all content areas; School and Home Partnerships, Classroom Environment and Assessment. The second part addresses the expectations that involve the affective domain; Social/Emotional Development. The third part addresses the seven content areas in alphabetical order; Creative Arts; Health, Safety and Physical; Language Arts Literacy; Mathematics; Science; Social Studies and World Languages.

Content Integration

This document delineates the significant components of an early childhood program, which have been carefully aligned with the CCCS to allow a seamless transition from preschool to kindergarten. Although the components are presented separately, they need to be implemented in an integrated manner through the use of themes, projects and/or small group activities. It is important to provide a holistic, integrated learning environment that meets the needs of all children.

Program Continuity/Transition

One way to enhance the benefits of the preschool experience is to provide programs and services that foster a smooth transition from home into preschool and into kindergarten. As children move from one environment to another they may experience inconsistencies in what is expected of them. It is possible to increase continuity experienced by children through additional opportunities that prepare the child, parent and teachers for the new situations. This can be accomplished through the ongoing cooperation of staff involved in all aspects of the process. Educators will need to plan activities to bridge the gap between the home, preschool and kindergarten experiences, such as visits to the new school, transfer of records, common planning time and parent visits.

SCHOOL AND HOME PARTNERSHIPS

SCHOOL AND HOME PARTNERSHIPS

INTRODUCTION

Successful school/home collaborations establish relationships and engage families and school staff in reciprocal, ongoing communication and interaction to encourage appropriate and effective learning opportunities for students. Successful collaboration requires a well-defined plan for incorporating a wide range of parent involvement and educational opportunities.

Trust is key to building collaborative and interactive relationships between teachers and parents. These relationships allow teachers and parents to share ideas and learn from one another. In addition, sensitivity to the cultural background of each child ensures successful school/home collaboration. Preschool programs should identify staff and volunteers who are capable of communicating with parents and caregivers in their primary language.

SCHOOL AND HOME PARTNERSHIPS

Program Design

Family members are involved in all aspects of program design and governance (i.e., advisory council).

Advisory council members are trained to be active participants in the self-evaluation process through workshops, seminars, etc.

Advisory council meetings are held at times conducive to family participation. Family members participate in the annual review of budget, program plans and personnel policies.

Program Information

Program information is provided to the family in lay terms, in the family's native language and through a variety of strategies (e.g., handbooks, videos, e-mail, cable TV and newspapers).

Community resources are provided to the family (e.g., parent groups, hot line numbers, opportunities for continuing education and social/health services).

Families, teachers, and preschool children are educated in the principles of inclusion and English language learning through literature, family groups and classroom practices and activities.

Large corporations, small businesses and other organizations are invited to collaborate in supporting children and families.

There should be coordination with other community agencies to ensure that responsibility for delivering services to the family is shared.

Classroom materials should reflect the characteristics, values and practices of diverse cultural groups.

Special populations are included in the regular education program (e.g. students with disabilities and homeless).

An annual calendar is maintained that reflects the cultural and religious practices of all families.

Family and Community Involvement

The uniqueness of each family should be respected.

Staff and volunteers should recognize that families differ regarding language, family structure, religion, education and socioeconomic background.

Child and family information is kept confidential.

Existing family members should be enlisted to work with newly participating parents to provide one-on-one support.

The program's policies openly encourage family involvement.

Survey families to identify the information and activities they need to know about students.

Activities that reinforce classroom learning are provided to families to use at home.

Cultural traditions are shared in the classroom.

Plan parent/family activities at varying times of the day and week in order to encourage the participation of as many families as possible (e.g., at breakfast, at the end of the day and on weekends).

Families are provided with information concerning program/classroom expectations and activities throughout the year.

Parent education includes information regarding child development, guidance and positive discipline.

Documentation of each child's progress is provided to families and the receiving elementary school.

Allow family members to visit the program at all times (e.g., observation, during meals and volunteering).

Community projects are showcased in the program (e.g., voter registration drives, clean-up days, health fairs and food donation drives).

Intergenerational programming participation is encouraged using older citizens to work with preschoolers and staff.

Families and staff are encouraged to identify the many organizations that provide services and resources for families and young children.

Families are informed about the program through regular newsletters in native languages (e.g., bulletin boards, frequent notes, telephone calls, home visits, advisory council committee meeting notes and other similar measures).

A verbal and/or written system is used for sharing day-to-day activities.

At a time convenient to the family member, a parent/family member conference with the teacher is held at least twice a year and at additional times, as needed, to discuss each child's progress, accomplishments and difficulties at home and in the preschool program

CLASSROOM ENVIRONMENT

CLASSROOM ENVIRONMENT

INTRODUCTION

The early childhood environment is an important part of the foundation for creating an atmosphere of imagination and individuality that allows young children to learn and grow at a comfortable and continuous pace. It is imperative that children have multiple opportunities to explore a variety of learning centers and are encouraged to choose learning experiences from all domains of development. In addition, children should be able to view the world around them at their own eye level. Manipulatives, print and other materials within the classroom should represent the distinctiveness of all children, including those with special needs or limited English. The environment should accommodate planned and unplanned movement experiences both indoors and outdoors. Equipment of the appropriate size and weight should be used. The total environment should ensure welcoming, safe, healthy, clean, warm and stimulating areas to promote creative thinking while enabling the exploratory process to continue.

CLASSROOM ENVIRONMENT

A rich learning environment should:

Provide learning centers that encourage interrelationships of various content areas.

Be arranged to accommodate active and quiet activities.

Provide free access to materials.

Provide places for children to be alone or with a friend in view of an adult.

Encourage curiosity, new ideas and fantasy through exploration and sensory/arts experiences.

Provide a variety of manipulatives to stimulate problem solving.

Stimulate all areas of development through dramatic play and storytelling.

Provide a variety of musical experiences to encourage listening, singing, expression and flow of movement.

Provide individual and small group experiences both indoors and outdoors.

Be flexible in order to determine all areas of interest are included (e.g., multi-dimensional, investigative, choice, inventive and confidence building).

Incorporate the outdoor environment (leaves, sounds) into the classroom for creative activities that stimulate language, listening and other senses.

Provide props, materials, nutritional foods, interactive opportunities and independent experimentation.

Integrate all educational aspects of the health, nutrition and mental health services into program activities.

Ensure that the home and classroom are an extension of the community by providing opportunities for field trips and/or special visitors and parent participation.

Include activities to meet individual needs of all children and provide opportunities for success.

Provide opportunities for talk and self-expression in English and in the child's own language.

Provide the use of language in different social groups and situations.

Include spoken language modeled by various adults.

Offer exposure to language through different media and offer the integration of all activities into language development objectives.

Provide for questioning and discussion during all activities.

Include poems, stories, games and songs in various languages.

Include centers that have print, audio and video materials.

Include centers with a wide variety of print.

Provide a variety of writing tools and surfaces.

Display child-generated print at eye-level.

Label objects throughout the classroom.

Enhance thinking through the use of computers with age appropriate software, when available.

ASSESSMENT

ASSESSMENT

INTRODUCTION

Assessment is the process of observing, recording, and documenting the work children do and how they do it. The purpose of assessment is to help teachers determine appropriate classroom activities for each child. Assessment should be ongoing, authentic (extracted from the actual activities in which children are engaging) and cumulative.

Group administered achievement tests are inappropriate tools for assessing young children's development. Such tests are ineffective because they do not provide information on how these children learn and how they might apply their learning to real life situations.

If individual developmental screening tools are administered, their purpose should be to provide teachers with current information about each child. Developmental screenings should be viewed as one component in a classroom evaluation process that incorporates a variety of developmentally appropriate assessment practices. All assessment practices must be sensitive to each child's special needs, home language, learning style and developmental stage.

ASSESSMENT

Developmentally appropriate assessment practices:

Assessment should be goal-oriented and should document children's progress toward developmental and learning goals using a systematic procedure that is integrated with curriculum planning. The content of assessments reflects progress toward important learning and developmental goals. Each program should have a systematic plan for collecting and using assessment information that is integrated with curriculum planning.

The teacher should use the results of assessment to adapt curriculum and teaching practices to better meet the needs of the children. Information gained from assessment should be communicated with the child's family.

Developmental assessments and observations are used to identify children who have special learning or developmental needs and to plan teaching and learning interventions and modifications that are appropriate for these needs.

For some preschool children, the typical classroom interventions may not be supporting the child's development as would be expected. Referral for an evaluation to the district's child study team should be considered.

Information received from a single developmental assessment or screening should never serve as the basis for major decisions affecting the placement or the enrollment of a child. Assessment should be tailored to a specific purpose and should be used only for the purpose for which it has consistently demonstrated reliable results.

Documentation is extremely important for young children and also benefits teachers.

Teachers who can document children's learning in a variety of ways are able to respond to demands for accountability.

Teachers who document are more often able to teach children through direct firsthand interactive experiences that enhance brain development.

Teachers are more effective when they document. Good documentation

assists with more productive planning decisions (e.g., how to set up the classroom, what to do next, what questions to ask, what resources to provide and how to stimulate each child's development). It can also assist teachers in making decisions to explore external support systems.

Teachers who document children's work are better able to meet special needs. Gathering information and assessing children's development help to identify appropriate learning experiences for children.

Children perceive learning to be important and worthwhile when teachers document their learning.

The three major types of assessment recommended for young children are observation, portfolios and working with the children's parents and family.

Observation

Observation can make use of the following techniques: rating forms, checklists, photography, narrative description, anecdotes, videotaping, journals, group conversation and children's conversation.

Observation must be intentional. As part of the daily classroom routine, it is probably the most authentic form of assessment. Observing what children do every day is the best place to start when creating a real life profile of each child.

What to observe:

Dispositions are a trend in behavior or activity that reflect a particular motivation to learn, explore or investigate a particular thing. Having a certain disposition doesn't mean that a child can do something but that the child actually does it on a regular basis.

Coping strategies (i.e., notice how a child solves a problem).

Withdrawal or isolation (i.e., determine the child's place in the group)

Key attributes of the child (i.e., identify and list attributes of interest).

How to observe:

Observe regularly with a specific purpose.

Observe children at different times of the day.

Observe children in different settings throughout the school or center.

Observe the usual demeanor of the child, not the unusual behavior or bad days.

Observe for new possibilities. If a child is having trouble, could the environment or circumstances be changed to assist the child?

Portfolio

Portfolio assessment is the systematic and intentional collection of samples of things children do. It should illustrate and document children's development over a period of time, be coordinated by teachers but involve children and reflect each child's individual development.

Strategies for portfolio assessment:

Determine the developmental areas to be assessed (e.g., spoken language, art, early literacy, symbolic play, motor skills, math concepts, creativity and peer relationships).

Identify the documents which best demonstrate development (e.g., drawings, paintings, other artwork, photos, dictated stories, book choices, teacher's notes, audio tapes, graphs and checklists).

Regularly create a collection of samples with children's input (i.e., record what the children tell you about a variety of things).

Develop a storage system for the samples of children's work.

Identify any gaps in the developmental story. Make sure the samples show the full range of what each child can do.

Collected data should tell a clear story to the audience.

The Parents

Parents can be helpful in accurately and sensitively assessing children. The following practices help encourage parental involvement in child assessments.

When assessing children, accentuate the positive.

Build assessment comments about how a child is doing into everyday conversations with parents.

Explain assessment approaches at a parent meeting or workshop. Be clear about the differences between standardized tests and authentic assessment.

Write about assessment in a newsletter or a special letter home.

Demonstrate that parents are valued as respected partners in the behavior and progress of children.

Support comments with documentation showing what the child has accomplished over time.

The Children

Everyone has a view of a child's abilities, preferences, and performances, including the child. To effectively involve the children in their own assessment:

Observe and document things the children say and do. Often random statements such as, "I was this big on my last birthday, now I'm THIS big" are evidence that children are capable of assessing what they can do and how they are changing.

Ask children about themselves. Children will tell you what they do and do not like to do. Some children may be pleased by a conference-like situation in which they have your undivided attention, some children may respond to more informal discussions.

Ask children to assess their work. Ask children to help decide which work should be included in their portfolio. Respect their choices and responses about their work.

Let children take pictures of their most prized work from time to time. They can make a bulletin board display of their specially chosen picture portfolio.

Referral for an Evaluation

When a parent or teacher has a concern specific to the development of a child and suspects a potential disability, a written referral to the district's child study team should occur. The child may be eligible for special education. The parent, preschool teacher and the team will meet to determine the need for evaluation and discuss the assessments to be completed. After completion of the evaluation and a determination of eligibility, an Individualized Education Program (IEP) is developed for the child by the team. The team includes the parent and the preschool teacher. The team will determine modifications, interventions, support and supplementary services necessary to support the child. To the maximum extent appropriate, preschoolers with disabilities should receive their early childhood education with their peers.

**SOCIAL/EMOTIONAL
DEVELOPMENT**

SOCIAL/EMOTIONAL DEVELOPMENT

INTRODUCTION

Social/emotional development is connected to physical and cognitive development; therefore, young children enrolled in preschool programs require a welcoming environment. It should be safe, secure, accessible, organized, comfortable, predictable and consistent. Children need a program that provides emotional security and is respectful and accepting of individual differences. The preschool should have a well-trained staff that does not vary from day to day and is sensitive to cultural, physical and developmental variations in the children and their families. Interaction of appropriate community resources will support the mental health issues of children and families.

SOCIAL/EMOTIONAL DEVELOPMENT

LIST OF EXPECTATIONS

1. All children will develop self-confidence and self-esteem.
2. All children will develop relationships with peers through play, including conflict resolution skills and sensitivity to feelings, interests, and needs of others.
3. All children will demonstrate affection and appropriate physical contact.
4. All children will demonstrate positive behavior.
5. All children will develop resilience to stressful situations.
6. All children will develop a beginning interest in self-help skills.
7. All children will be able to express their feelings.
8. All children will develop social skills that are appropriate to the age.

SOCIAL/EMOTIONAL DEVELOPMENT

EXPECTATION 1

All children will develop self-confidence and self-esteem.

During pre-school, each child will have opportunities to:

- 1.1 Engage in play to explore relationships with peers.
- 1.2 Display family photographs, view photos and drawings and hear tape recordings of other children and their families.
- 1.3 Experience community and cultural resources, on-site and/or off-site.
- 1.4 Feel good about self as the child gains confidence with the world.
- 1.5 Build a sense of community with teachers, cooks, custodians, bus drivers, parents, etc.

EXPECTATION 2

All children will develop relationships with peers through play, including conflict resolution skills and sensitivity to the feelings, interests and needs of others.

During preschool, each child will have opportunities to:

- 2.1 Set own limits.
- 2.2 Use mistakes as learning opportunities.
- 2.3 Evaluate the problem rather than rely on a teacher-imposed solution.
- 2.4 Identify and express feelings and frustrations.
- 2.5 Develop group rules cooperatively.
- 2.6 Cooperate in small groups.
- 2.7 Take turns.
- 2.8 Play simple games in small groups.
- 2.9 Show pleasure in having and being with friends.
- 2.10 Become self-disciplined, self-guided and/or self-directed.

EXPECTATION 3

All children will demonstrate affection and appropriate physical contact.

During preschool, each child will have opportunities to:

- 3.1 Learn to give, share and receive affection.
- 3.2 Experience stories, songs and poems that will reinforce cooperation and helpfulness between and among classmates.
- 3.3 Look at photos and other illustrations in the classroom that illustrate people working cooperatively.
- 3.4 Know the difference between good touch and bad touch.

EXPECTATION 4

All children will demonstrate positive behavior.

During preschool, each child will have opportunities to:

- 4.1 Talk about problematic behavior.
- 4.2 Talk about a variety of solutions to conflict.
- 4.3 Select alternate activities to prevent conflict.
- 4.4 Talk about feelings as they relate to conflict.

EXPECTATION 5

All children will develop resilience to stressful situations.

During preschool, each child will have opportunities to:

- 5.1 Practice problem solving with other children independent of the teacher (e.g., through negotiation or other acceptable methods drawing on experiences from modeled behavior, conversation, or through varied media, including books and audio tapes).
- 5.2 Engage in activities to release stress (e.g., clay, water play, etc).
- 5.3 Feel comfortable in sharing feelings with adults and feel safe to release anger, fear, and frustration.
- 5.4 Participate in songs, finger plays, games and stories to ease transitions.

EXPECTATION 6

All children will develop a beginning interest in self-help skills.

During preschool, each child will have opportunities to:

- 6.1 Dress, eat, prepare for naps or quiet time, clean up, wash hands, set tables, etc.

EXPECTATION 7

All children will be able to express their feelings.

During preschool, each child will have opportunities to:

- 7.1 Share with responsive, patient, supportive adults.
- 7.2 Listen to stories to identify emotions and express feelings.
- 7.3 Have meaningful conversations and express feelings with responsive adults.
- 7.4 Interpret and represent experiences through drawing, writing, art, creative movement, pretend play, puppetry movement, music, stories and conversation.
- 7.5 Make choices.
- 7.6 Explore with a wide variety of materials and activities.
- 7.7 Develop child-initiated activities.

EXPECTATION 8

All children will develop social skills that are appropriate to the age.

During preschool, each child will have opportunities to:

- 8.1 Interact with peers to experiment with understanding the feelings of others.
- 8.2 Predict reactions.
- 8.3 Cooperate and take turns.
- 8.4 Negotiate.
- 8.5 Articulate preferences and accept compromises.

- 8.6 Empathize.
- 8.7 Explore.
- 8.8 Offer positive attention to others.

CREATIVE ARTS

CREATIVE ARTS

INTRODUCTION

Creative Arts in the preschool classroom will be integrated into all curriculum areas to develop an appreciation for the arts and as a way to conduct classroom activities to meet expectations in all content areas. When used in a developmentally appropriate way, creative arts promote curiosity, verbal and nonverbal expression, and can be used as a strategy for learning about other cultures.

The teacher needs to be aware of cultural differences and practices of the children. An awareness and understanding of children's cultural values will be used to strengthen children's autonomy and creative expression.

The teacher introduces music, dance, art, and drama to children in a manner that allows children to explore their own creativity. For children, the critical component of creative art is the process rather than the end result or product. Children develop independence, self-motivation and self-expression through concrete, hands-on learning in an environment that stimulates creativity through music, dramatic play, dance and art.

CREATIVE ARTS

LIST OF EXPECTATIONS

1. All children will develop an appreciation for music and visual self-expression.
2. All children will be able to express themselves through dramatic play.
3. All children will explore through their tactile and visual senses the use and application of art materials.

CREATIVE ARTS

EXPECTATION 1

All children will develop an appreciation for music and visual self-expression.

During preschool, each child will have opportunities to:

- 1.1 Listen to and experience a variety of music media (e.g., singing, finger plays, instruments, classical and reggae).
- 1.2 Experience and perform dances and rhythmic activities that develop gross motor skills (e.g., marching, dancing, skipping, jumping and tiptoe).
- 1.3 View performances of dance, music, and drama by their peers and other outside cultural groups.
- 1.4 Visit institutions or have groups from institutions visit to share art, music and theater works.

EXPECTATIONS 2

All children will be able to express themselves through dramatic play.

During preschool, each child will have opportunities to:

- 2.1 Participate in imaginative play activities (e.g., dramatic play area and using props in learning centers).
- 2.2 Discover dramatic play through story telling, puppetry and other language development activities.
- 2.3 Problem solve through role-play using critical and imaginative thinking skills.
- 2.4 Imitate actions and sounds.
- 2.5 Pretend through role-playing.
- 2.6 View performances of their peers and other outside cultural groups.

EXPECTATIONS 3

All children will explore through their tactile and visual senses the use and application of art materials.

During preschool, each child will have opportunities to:

- 3.1 Use art materials (e.g., paper, glue, paint, clay, scraps, buttons and beautiful junk).
- 3.2 Work independently with confidence to create an art project.
- 3.3 Observe materials and artistic works and describe those observations.
- 3.4 Independently explore objects, materials and areas in the classroom.
- 3.5 Participate in small group activities that stimulate curiosity through hands-on and verbally expressive experiences.
- 3.6 Use various art forms (e.g., dance, theater, music and visual arts) as a vehicle for creative expression and representation.

HEALTH, SAFETY
AND
PHYSICAL EDUCATION

HEALTH, SAFETY AND PHYSICAL EDUCATION

INTRODUCTION

Health, safety and physical education in the preschool classroom encourages children to think, experience, explore and make connections to enhance each child's sense of control and competence as a learner at the child's developmental level. The development of health, safety and physical skills extends the children's knowledge of themselves, those around them and their world or culture. This area should be integrated into each of the other content areas.

The preschool environment should be organized to include both indoor and outdoor space to maximize each child's opportunities to develop health awareness as well as gross and fine motor skills. Through daily indoor and outdoor activities, play, and planned and spontaneous teaching, the teacher will provide a wide range of concrete, firsthand experiences that assist in the healthy development of each child.

HEALTH, SAFETY AND PHYSICAL EDUCATION

LIST OF EXPECTATIONS

1. All children will develop appropriate hygiene and nutritional skills.
2. All children will develop the ability to make personal decisions and appropriate choices during group play that promote cooperation and socialization skills.
3. All children will identify potentially harmful objects, substances, and activities and respond appropriately.
4. All children will develop coordination, balance and strength through gross motor activities.
5. All children will develop coordination in fine motor activities.

HEALTH, SAFETY AND PHYSICAL EDUCATION

EXPECTATION 1

All children will develop hygiene and nutritional skills.

During preschool, each child will have opportunities to:

- 1.1 Select healthy foods.
- 1.2 Understand how to keep germs from spreading.
- 1.3 Practice hand washing and toileting skills.
- 1.4 Practice dressing self.
- 1.5 Practice using utensils at meals to serve self and others.
- 1.6 Practice cleaning up after eating and playing.
- 1.7 Practice brushing teeth and oral hygiene.

EXPECTATION 2

All children will develop the ability to make personal decisions and appropriate choices during group play that promote cooperation and socialization skills.

During preschool, each child will have opportunities to:

- 2.1 Solve problems and cooperate in group activities and games.
- 2.2 Show respect for the needs of others and make friends.
- 2.3 Begin to control one's own impulses.
- 2.4 Take initiative in group activities.
- 2.5 Help other members in group play situations.
- 2.6 Experience sharing and taking turns.

EXPECTATION 3

All children will identify potentially harmful objects, substances, and activities and respond appropriately.

During preschool, each child will have opportunities to:

- 3.1 Recognize harmful substances and hazard symbols.
- 3.2 Communicate information about harmful substances or activities to an adult.
- 3.3 Respond appropriately to emergency situations (i.e., participate in fire drills).
- 3.4 Develop the knowledge to stay away from strangers.
- 3.5 Tell a trusted adult about frightening experiences.
- 3.6 Practice pedestrian and traffic skills (i.e., cross the street at a crosswalk with an adult).

EXPECTATION 4

All children will develop coordination, balance and strength through gross motor activities.

During preschool, each child will have opportunities to:

- 4.1 Engage in large motor activities such as climbing stairs (alternating feet), marching, hopping, running and jumping.
- 4.2 Engage in free movement activities (e.g., using scarves, music, etc).
- 4.3 Develop creative movement using dance.
- 4.4 Engage in manipulative skill activities using balls, scarves, feathers and beanbags (e.g., bouncing, kicking, throwing, catching and rolling).
- 4.5 Participate in group games, exercises and other physical activities.
- 4.6 Use outdoor gross motor equipment safely and appropriately.
- 4.7 Engage in adaptive physical activities as appropriate.

EXPECTATION 5

All children will develop coordination in fine motor activities.

During preschool, each child will have opportunities to:

- 5.1 Practice eye-hand coordination through the use of writing materials, paint brushes, scissors, puzzles, play dough, sewing, lacing, etc.
- 5.2 Use hands and fingers to act out finger plays and songs.
- 5.3 Complete simple puzzles.
- 5.4 Fold and tear paper

LANGUAGE ARTS LITERACY

LANGUAGE ARTS LITERACY

INTRODUCTION

Literacy learning has a profound effect on the social and academic lives of children. Their future educational opportunities and career choices are directly related to literacy ability. Since early childhood is the period of the most rapid language development, it is imperative that young children have a variety of literacy and language experiences throughout the day in environments that are rich in language and print. Early childhood teachers have the responsibility to understand language development and to foster each child's literacy potential.

Literacy is composed of the listening, speaking, writing, reading and viewing components. Literacy learning begins at birth and can be encouraged through participation with adults in meaningful conversation and activities. These literacy behaviors change and eventually become customary over time. Each child's interest and motivation to read is evident before that child is able to read. Emergent reading and emergent writing behaviors can be observed in settings where literacy experiences are encouraged and fostered.

It is essential that the literacy component of a preschool program provide children with opportunities for listening, speaking, writing, reading and viewing in English and in the child's own language, if other than English, including:

- Use of language in social groups and contexts (e.g. doll play and dramatic play)

- Modeling of spoken language by different adults

- Questioning and discussion integrated with small-group and reading activities

- Exposure to language through different media

- Use of a variety of writing tools and surfaces

Children with special needs and children from language backgrounds other than English will develop literacy in inclusive preschool programs that provide enriched environments and foster opportunities for social interaction with other children and teachers. Programs will develop the capability to help children communicate proficiently in their non-English home language in order to develop the learning of English. A preschool program will strengthen first language capabilities as a means of creating a context to learn English. It is important to recognize the need to make modifications in the presentation of vocabulary, directions, storytelling, reading,

and other oral language communication when working with special populations. These modifications may include use of culturally appropriate visual aids, scaffolding, repetition, rephrasing and modeling.

LANGUAGE ARTS LITERACY

LIST OF EXPECTATIONS

1. All children will engage in active listening activities in a variety of situations.
2. All children will engage in activities that offer the opportunity to speak for a variety of purposes relating to real experiences and different audiences.
3. All children will engage in activities that promote the acquisition of emergent reading skills.
4. All children will engage in activities that promote the acquisition of emergent writing skills.
5. All children will engage in activities that offer the opportunity to view, comprehend and use non-textual visual information.

LANGUAGE ARTS LITERACY

EXPECTATION 1

Children will engage in active-listening activities in a variety of situations.

During preschool, each child will have opportunities to:

- 1.1 Understand and follow oral directions.
- 1.2 Demonstrate that a response is expected when a question is asked.
- 1.3 Listen to stories, rhymes, poems, music and songs in various languages.
- 1.4 Identify sounds in the environment.
- 1.5 Participate in activities and stories that have repetitive patterns, rhymes and refrains.
- 1.6 Sequence story events.
- 1.7 Listen for various purposes.
- 1.8 Attach meaning to tone and volume.
- 1.9 Hear language modeled by different adults.

EXPECTATION 2

Children will engage in activities that offer the opportunity to speak for a variety of purposes relating to real experiences and different audiences.

During preschool, each child will have opportunities to:

- 2.1 Communicate in the child's home language, English and/or sign language.
- 2.2 Use verbal and non-verbal language.
- 2.3 Use words to describe previous experiences and relate them to new experiences or ideas.
- 2.4 Ask questions to obtain information.
- 2.5 Use language to express relationships, make connections, describe similarities and differences.
- 2.6 Use language that comes from literacy experiences.
- 2.7 Listen and respond appropriately in group interactions.
- 2.8 Participate in singing, finger playing, chanting, reciting and retelling

stories.

- 2.9 Use language in dramatic play.
- 2.10 Use language for various purposes (e.g., making requests and expressing feelings).
- 2.11 Use language to express meaningful experiences.
- 2.12 Use language to discuss planned activities.
- 2.13 Imitate sounds.
- 2.14 Use puppets, props or other toys to tell or retell stories.

EXPECTATION 3

Children will engage in activities that promote
the acquisition of emergent reading skills.

During preschool, each child will have opportunities to:

- 3.1 Develop an awareness of print.
- 3.2 See print in local environment.
- 3.3 Experience different text forms that are used for different functions of print (e.g., grocery list, menu, store sign, telephone book, newspaper, and magazine) and a variety of fonts and letter formations.
- 3.4 Practice knowledge of book handling.
- 3.5 Recognize own name in a variety of contexts.
- 3.6 Predict what will happen in a story.
- 3.7 Experience various stages of reading-like behavior (e.g., pretend to read, label objects in books and read one's own writing).
- 3.8 Comment on characters in books.
- 3.9 Recognize specific books by cover.
- 3.10 Experience read aloud activities.
- 3.11 Recognize that letters form words that are used for reading.
- 3.12 Recognize that it is the print that is read in stories.
- 3.13 Experience books and writing (literacy props) in all learning centers (e.g., empty food and household containers, traffic signs and symbols).
- 3.14 View child-generated print and displays at eye level that are age appropriate.

- 3.15 View labels on objects throughout the classroom.
- 3.16 Experience cozy, comfortable reading areas with a variety of printed materials (e.g., books, magazines, newspapers, catalogs, circulars, letters and other mail items).
- 3.17 Observe adults reading high quality literature.
- 3.18 Experience books and materials that reflect the child's own and others' identity, home language, culture and interests.

EXPECTATION 4

Children will engage in activities that promote the acquisition of emergent writing skills.

During preschool, each child will have opportunities to:

- 4.1 Experiment with a variety of writing activities (e.g., drawing, scribbling, letter-like forms, using invented spelling and conventional letterforms).
- 4.2 Experiment with a variety of writing tools (e.g., pencils, crayons, chalk, markers, rubber stamps and computers) and surfaces (e.g., paper, cardboard, chalkboard, wood and concrete).
- 4.3 Write (scribble) messages as part of playful activity.
- 4.4 Ask adults to write.
- 4.5 Observe adults writing for a variety of purposes (e.g., lists, dictated stories and charts).

EXPECTATION 5

Children will engage in activities that offer the opportunity to view, comprehend and use non-textual visual information.

During preschool, each child will have opportunities to:

- 5.1 View age appropriate books or videos, alone or in a small group.
- 5.2 Follow a story on audiotape or CD.
- 5.3 View logos, street signs and symbols in the environment (e.g., pictorial, print and traffic signs).
- 5.4 View icons on computer screens, when available.
- 5.5 Use age appropriate and interactive software programs, when available.

- 5.6 Discuss pictures in favorite children's books and talk about what is happening.

MATHEMATICS

MATHEMATICS

INTRODUCTION

Children in a developmentally appropriate classroom will have the opportunity to learn mathematical skills in a context that is meaningful to them. All children will develop an understanding of mathematical concepts through a play-based, child-centered, inclusive environment. Throughout all content areas, the children will be provided with opportunities to talk, write and sing about mathematical concepts. Children will have access to a wide variety of tools and hands-on experiences that are relevant to real-life situations in order to help all children learn to enjoy mathematics.

Teachers will capture teachable moments and ask open-ended questions to explore mathematical concepts that are initiated by each child during his/her natural play. With this awareness, the teacher's role is to implement curricular activities that address each child's level of functioning.

MATHEMATICS

LIST OF EXPECTATIONS

1. All children will experience mathematical problem solving through hands-on activities.
2. All children will communicate mathematically through emergent writing, spoken communication, manipulatives and visual forms of expression.
3. All children will connect mathematical ideas to real-life situations.
4. All children will explore numeration.
5. All children will develop knowledge of spatial sense and geometric shapes.
6. All children will develop measurement concepts.

MATHEMATICS

EXPECTATION 1

All children will experience mathematical problem solving through hands on activities.

During preschool, each child will have opportunities to:

- 1.1 Look for and give clues.
- 1.2 Make predictions.
- 1.3 See spatial relationships in terms of shape and size (i.e., putting puzzles together).
- 1.4 Fit one ordered set of objects into another (i.e., match cup with saucer).

EXPECTATION 2

All children will communicate mathematically through emergent writing, spoken communication, manipulatives and visual forms of expression.

During preschool, each child will have opportunities to:

- 2.1 Explain how he/she built something (i.e., a block structure).

EXPECTATION 3

All children will connect mathematical ideas to real life situations.

During preschool, each child will have opportunities to:

- 3.1 Set the table (i.e., five plates for five people).
- 3.2 Play grocery store to develop a sense of money.
- 3.3 Begin to attach meaning to visual and verbal representations of numbers (i.e., count on fingers).

EXPECTATION 4

All children will explore numeration.

During preschool, each child will have opportunities to:

- 4.1 Understand and use concepts of first and last.

- 4.2 Show number sense (i.e., show me five beads).
- 4.3 Experience 1:1 correspondence through integrated daily school routine (i.e., five cups for five children at the snack table).

EXPECTATION 5

All children will develop knowledge of spatial sense and geometric shapes.

During preschool, each child will have opportunities to:

- 5.1 Explore shapes using models and pictures.
- 5.2 Understand and use positional words (e.g., down, next to and behind).
- 5.3 Explore the classification of objects based on one attribute.
- 5.4 Match objects.
- 5.5 Sort objects by size, color and shape.
- 5.6 Explore parts of a whole (i.e., cutting an apple in half and putting the halves into a whole).

EXPECTATION 6

All children will develop measurement concepts.

During preschool, each child will have opportunities to:

- 6.1 Use descriptive words to discuss temperature variations (e.g., discussions of the weather and hot or cold).
- 6.2 Use comparative words with props (e.g., long or short block, and tall tower).
- 6.3 Differentiate heavier from lighter, using props, units or sets.
- 6.4 Differentiate more from less using props, units or sets.
- 6.5 Use nonstandard measurements (i.e., children use their hands or other objects as a measurement unit).
- 6.6 Estimate, (i.e., how many cups are needed for snack time).
- 6.7 Discover or create patterns based on two or more attributes.
- 6.8 Participate in creating pictograph charts and/or bar graphs using everyday experiences.

SCIENCE

SCIENCE

INTRODUCTION

The intent of science education in the early childhood classroom is to build on children's natural sense of wonder and curiosity. Children will employ their five senses to develop an understanding of scientific principles through multisensory experiences and the teacher's use of open-ended questions. In the context of individualized play, children will explore, experiment and learn new skills through trial and error and their own investigation and discovery. It is important that teachers are knowledgeable of basic science concepts. Teachers need to be prepared and look for opportunities to explore concepts during the child's play in all content areas.

Children's play is a primary vehicle for use as an indicator of their mental growth. Play enables children to progress along the developmental sequence. Science concepts should be introduced during their interaction with materials, people and everyday activities.

SCIENCE

LIST OF EXPECTATIONS

1. All children will discover the five senses and their uses.
2. All children will make simple predictions of experimental outcomes.
3. All children will explore living things.
4. All children will experiment with matter.
5. All children will discover the properties of magnets.
6. All children will investigate the earth's properties.
7. All children will explore the components of the solar system.
8. All children will participate in the proper care of the environment.

SCIENCE

EXPECTATION 1

All children will discover the five senses and their uses.

During preschool, each child will have opportunities to:

- 1.1 Explore the sense of sight, smell, taste, touch and sound through a variety of developmentally appropriate teacher planned activities.

EXPECTATION 2

All children will make simple predictions of experimental outcomes.

During preschool, each will have opportunities to:

- 2.1 Look for and give clues to predict an outcome.
- 2.2 Make predictions of expected outcomes (i.e., mixing colors will create a new color).
- 2.3 Observe results.

EXPECTATION 3

All children will explore living things.

During preschool, each child will have opportunities to:

- 3.1 Observe and identify basic life cycles (e.g., a caterpillar turns into a butterfly and a chicken hatches from an egg).
- 3.2 Discover differences between living and nonliving things.
- 3.3 Understand the basic needs of a living organism (e.g., food, shelter, water and sunlight).
- 3.4 Become familiar with common animals and their habitats (e.g., zoo, farm, circus, pets, wildlife and water).
- 3.5 Explore plant life (i.e., plants come from seeds).

EXPECTATION 4

All children will experiment with matter.

During preschool, each child will have opportunities to:

- 4.1 Experiment with solids and liquids (e.g., melting ice, mixing and cooking foods and beverages).

EXPECTATION 5

All children will discover the properties of magnets.

During preschool, each child will have opportunities to:

- 5.1 Discover that magnets attract only certain metals through the use of objects carefully selected by the teacher.

EXPECTATION 6

All children will investigate the earth's properties.

During preschool, each child will have opportunities to:

- 6.1 Identify weather characteristics (e.g., sunny, windy, rainy, cloudy and snowy).
- 6.2 Identify changes in seasons (e.g., leaves fall from trees, buds appear on trees and trees are full of leaves).
- 6.3 Develop an awareness of the earth's surfaces (e.g., soil, mountains and water).

EXPECTATION 7

All children will explore the components of the solar system.

During preschool, each child will have opportunities to:

- 7.1 Identify the basic components (e.g., moon, sun and stars).
- 7.2 Notice the differences between night and day (i.e., children discuss their routine during the day and routine during night).

EXPECTATION 8

All children will participate in taking proper care of the environment.

During preschool, each child will have opportunities to:

- 8.1 Understand and participate in recycling and cleanup of litter.
- 8.2 Take care of personal belongings (e.g., toys and clothing).
- 8.3 Take care of preschool equipment (e.g., toys and furniture).

SOCIAL STUDIES

SOCIAL STUDIES

INTRODUCTION

Social Studies in the preschool classroom begins with cultivating children's understanding of themselves and their place in their family and their world. It then extends to the development of an understanding of the role of the larger community, and respecting and appreciating other cultures of the world. Social Studies should be thematically integrated into all areas of the curriculum.

Through daily activities, play and planned and spontaneous teaching, teachers will provide a wide range of concrete, hands-on experiences and field trips or on-site activities. These activities provide opportunities for children to learn more about themselves, their families and their community. Opportunities will be provided to explore and appreciate the cultures and lifestyles of other people. Special attention will be given to assuring that cultural and gender stereotyping is avoided.

The classroom environment must be organized to provide opportunities for children to develop independent behaviors and to act out real life situations. The environment should reinforce those skills and concepts which encourage good citizenship and develop the child's capacity to participate in a culturally diverse, democratic society in an interdependent world.

SOCIAL STUDIES

LIST OF EXPECTATIONS

1. All children will develop self-awareness and interpersonal relationship skills.
2. All children will develop an awareness of family and family traditions.
3. All children will develop community and career awareness.
4. All children will develop an awareness of the economic process and consumerism.
5. All children will explore their own and other cultures.
6. All children will develop an awareness of environmental issues.

SOCIAL STUDIES

EXPECTATION 1

All children will develop self-awareness and interpersonal relationship skills.

During preschool, each child will have opportunities to:

- 1.1 Practice social skills and pro-social behaviors.
- 1.2 Develop healthy self-concept and self-esteem.
- 1.3 Exercise responsibility for personal belongings.
- 1.4 Develop and practice independent behaviors.
- 1.5 Develop and practice positive group behaviors.
- 1.6 Develop appreciation and respect for individual similarities and differences.
- 1.7 Demonstrate respect for people and property.
- 1.8 Establish and obey rules.
- 1.9 Resolve conflicts and communicate emotions in socially acceptable ways.

EXPECTATION 2

All children will develop an awareness of family and family traditions.

During preschool, each child will have opportunities to:

- 2.1 Identify family members and their roles in the family.
- 2.2 Identify one's own role in the family.
- 2.3 Discuss and participate in seasonal celebrations and holidays.

EXPECTATION 3

All children will develop community and career awareness.

During preschool, each child will have opportunities to:

- 3.1 Recognize community workers and increase awareness of the jobs they do (e.g., visit places of work, talk to workers and invite workers to visit the classroom).
- 3.2 Appreciate the importance of his/her role as a member of a family, a classroom and a community.
- 3.3 Increase awareness of workers and the jobs they do.
- 3.4 Develop awareness of economics in daily living.

EXPECTATION 4

All children will develop an awareness of the economic process and consumerism.

During preschool, each child will have opportunities to:

- 4.1 Dramatize buying, selling and manufacturing.
- 4.2 Make real decisions about snack foods and other small purchases.
- 4.3 Develop awareness about the use of currency in society.

EXPECTATION 5

All children will explore their own and other cultures.

During preschool, each child will have opportunities to:

- 5.1 Develop an awareness of their own and other cultures.
- 5.2 Develop awareness of cultural similarities and differences (e.g., observe performances and eat foods).

EXPECTATION 6

All children will develop an awareness of environmental issues.

During preschool, each child will have opportunities to:

- 6.1 Practice conservation.

- 6.2 Develop an understanding of the impact of pollution.
- 6.3 Recycle within the classroom.

WORLD LANGUAGES

WORLD LANGUAGES

INTRODUCTION

Language begins as a social activity. A child uses language to express feelings and communicate needs. The environment for learning language needs to be natural and rich with opportunities for social interaction to promote the development of language and communication skills. Early childhood educators should encourage and assist all parents in becoming knowledgeable about the cognitive value for children knowing more than one language. A rich variety of media resources can be used.

Language learning in the preschool classroom focuses on the development of listening and speaking skills and cultural awareness through concrete experiences. Preschool children absorb languages effortlessly and are adept imitators of speech sounds. They respond well to learning situations relating to their own interests and experiences. They communicate by participating in simple face-to-face interactions with classmates, teachers, family and visitors from the community.

WORLD LANGUAGES

LIST OF EXPECTATIONS

1. All children will experience at least one language other than English.
2. All children will participate in activities that initiate simple greetings and introductions in other languages.
3. All children will participate in cultural activities and celebrations to develop awareness of diverse cultures.

WORLD LANGUAGES

EXPECTATION 1

All children will experience language activities in at least one language other than English.

During preschool, each child will have opportunities to:

- 1.1 Listen to conversations and stories in other languages through a variety of media.
- 1.2 Listen to conversations and stories in other languages through a variety of guest visitors/speakers.
- 1.3 Participate in simple songs, rhymes and poems.

EXPECTATION 2

All children will participate in activities that initiate simple greetings and introductions in other languages.

During preschool, each will have opportunities to:

- 2.1 Develop awareness that the language being spoken is a language used in the broader community.
- 2.2 Practice speaking in a language other than English (i.e., greet a classmate and/or visitor).

EXPECTATION 3

All children will participate in cultural activities and celebrations to develop an awareness of diverse cultures.

During preschool, each child will have opportunities to:

- 3.1 Participate in appropriate seasonal cultural activities and celebrations as planned by the teacher and/or family.

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APPENDIX A

LINKAGE OF THE EARLY CHILDHOOD EDUCATION PROGRAM EXPECTATIONS: STANDARDS OF QUALITY TO THE CORE CURRICULUM CONTENT STANDARDS

Some components of the Early Childhood Education Program Expectations: Standards of Quality document cross all content areas or are unique to preschool; therefore, to correlate these components to the Core Curriculum Content Standards (CCCS) is not appropriate. These components are: School and Home Partnerships, Classroom Environment, Assessment and Social/Emotional Development. The remaining components are linked to the CCCS below.

HEALTH, SAFETY AND PHYSICAL EDUCATION

Early Childhood Education Program Expectations: Standards of Quality	Core Curriculum Content Standards
During preschool, each child will have opportunities to:	
1. Develop appropriate hygiene and nutritional skills.	2.1
2. Develop the ability to make personal decisions and appropriate choices during group play that promote cooperation and socialization skills.	2.2
3. Identify potentially harmful objects, substances, and activities and respond appropriately.	2.3
4. Develop coordination, balance, and strength through gross motor activities.	2.5
5. Develop coordination in fine motor activities.	2.5

**LINKAGE OF THE EARLY CHILDHOOD EDUCATION PROGRAM EXPECTATIONS: STANDARDS OF QUALITY
TO THE CORE CURRICULUM CONTENT STANDARDS**

CREATIVE ARTS

Early Childhood Education Program Expectations: Standards of Quality	Core Curriculum Content Standards
During preschool, each child will have opportunities to:	
1. Develop an appreciation for music and visual self-expression.	1.2, 1.2, 1.4, 1.5, 6.2
2. Be able to express themselves through dramatic play.	1.1, 1.2, 1.3, 1.5, 6.2
3. Explore through their tactile and visual senses the use and application of art materials.	1.1, 1.2, 1.3, 1.6

**LINKAGE OF THE EARLY CHILDHOOD EDUCATION PROGRAM EXPECTATIONS: STANDARDS OF QUALITY
TO THE CORE CURRICULUM CONTENT STANDARDS**

LANGUAGE ARTS LITERACY

Early Childhood Education Program Expectations: Standards of Quality	Core Curriculum Content Standards
During preschool, each child will have opportunities to:	
1. Engage in active listening activities in a variety of situations.	3.2
2. Engage in activities that offer the opportunity to speak for a variety of purposes relating to real experiences and different audiences.	3.1
3. Engage in activities that promote the acquisition of emergent reading skills.	3.4
4. Engage in activities that promote the acquisition of emergent writing skills.	3.3
5. Engage in activities that offer the opportunity to view, comprehend, and use non-textual visual information.	3.5

**LINKAGE OF THE EARLY CHILDHOOD EDUCATION PROGRAM EXPECTATIONS: STANDARDS OF QUALITY
TO THE CORE CURRICULUM CONTENT STANDARDS**

MATHEMATICS

Early Childhood Education Program Expectations: Standards of Quality	Core Curriculum Content Standards
During preschool, each child will have opportunities to:	
1. Experience mathematical problem solving through hands- on activities.	4.1
2. Communicate mathematically through emergent writing, spoken communication, manipulatives and visual forms of expression.	4.2
3. Connect mathematical ideas to real life situations.	4.3
4. Explore numeration.	4.6, 4.8
5. Develop knowledge of spatial sense and geometric shapes.	4.7
6. Develop measurement concepts.	4.9, 5.5

**LINKAGE OF THE EARLY CHILDHOOD EDUCATION PROGRAM EXPECTATIONS: STANDARDS OF QUALITY
TO THE CORE CURRICULUM CONTENT STANDARDS**

SCIENCE

Early Childhood Education Program Expectations: Standards of Quality	Core Curriculum Content Standards
During preschool, each child will have opportunities to:	
1. Discover the five senses and their uses.	5.6, 5.7
2. Make simple predictions of experimental outcomes.	5.2
3. Explore living things.	5.6, 5.7
4. Experiment with matter.	5.2, 5.8
5. Discover the properties of magnets.	5.9
6. Investigate the earth's properties.	5.10
7. Explore the components of the solar system.	5.1, 5.11
8. Participate in the proper care of the environment.	5.12

**LINKAGE OF THE EARLY CHILDHOOD EDUCATION PROGRAM EXPECTATIONS: STANDARDS OF QUALITY
TO THE CORE CURRICULUM CONTENT STANDARDS**

SOCIAL STUDIES

Early Childhood Education Program Expectations: Standards of Quality	Core Curriculum Content Standards
During preschool, each child will have opportunities to:	
1. Develop self-awareness and interpersonal relationship skills.	6.1, 6.2
2. Develop an awareness of family and family traditions.	6.3, 6.4
3. Develop community and career awareness.	6.4
4. Develop an awareness of the economic process and consumerism.	6.6
5. Explore their own and other cultures.	5.3, 6.5, 6.8
6. Develop and awareness of environmental issues.	6.9

**LINKAGE OF THE EARLY CHILDHOOD EDUCATION PROGRAM EXPECTATIONS: STANDARDS OF QUALITY
TO THE CORE CURRICULUM CONTENT STANDARDS**

WORLD LANGUAGES

Early Childhood Education Program Expectations: Standards of Quality	Core Curriculum Content Standards
During preschool, each child will have opportunities to:	
1. Experience at least one language other than English.	7.1
2. Participate in activities that initiate simple greetings and introductions in other languages.	7.1
3. Participate in cultural activities and celebrations to develop an awareness of diverse cultures.	7.2

APPENDIX B

BEST PRACTICES FOR THE TEACHERS OF THREE- AND FOUR-YEAR-OLD CHILDREN

- Maintain positive, nurturing relationships with children and their families.
- Respond to children's individual needs.
- Hold responsive conversations with children.
- Model reading.
- Model writing behaviors.
- Foster children's interest in and enjoyment of reading and writing activities.
- Provide opportunities and experiences that engage children as active learners.
- Provide books and materials that reflect children's own and others' identity, home language, culture and interests.
- Know about and use services and programs that support children's learning.
- Promote meaningful involvement of parents in the program at home and at school.
- Provide experiences that build on and extend children's background.
- Use questioning techniques that promote higher order thinking.
- Plan and provide an integrated curriculum that is meaningful for children.
- Use a variety of grouping patterns in the classroom.
- Continue personal professional development by attending workshops and conferences, reading professional journals and publications, taking college courses, and/or accessing distance learning opportunities, etc.